DOCUMENT RESUME

ED 429 664 PS 027 071

AUTHOR Korkatsch-Groszko, Maria
TITLE How Can Parents Assist in the Learning Process? What Classroom Teachers May Suggest.
PUB DATE 1998-10-30
NOTE 10p.
PUB TYPE Guides - Non-Classroom (055) -- Multilingual/Bilingual Materials (171)
LANGUAGE English, Spanish
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Children; Elementary Education; Family Environment; *Learning Activities; Parent Child Relationship; *Parent Participation; *Parent Student Relationship; *Parent Teacher Cooperation

ABSTRACT

Through interaction with their children and experiences they provide for them, parents can influence and guide children's growth, development, and learning process. This paper, in English- and Spanish-language versions, lists several ways parents can support their children's learning. The paper first notes that parents can establish a support system for children to achieve their maximum potential through the development of confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving. The paper then lists activities for facilitating parental involvement and promoting a positive home environment, including communicating regularly with teachers and school staff, even if there are no questions; making sure the child has a safe way to and from school; and teaching children to ask questions and not be afraid to learn new things. The paper next presents a checklist of questions parents should consider asking themselves, such as "Do I treat my children as worthwhile members of the family?" or "Do I take interest in my child's education and attend parent/teacher conferences?" Finally, the paper lists specific learning activities parents can do with their children in the areas of reading and language arts, mathematics, and miscellaneous, including arts and crafts projects. Includes a list of 9 resources. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 429 664

HOW CAN PARENTS ASSIST IN THE LEARNING PROCESS?
What Classroom Teachers May Suggest

Maria Korkatsch-Groszko, Ph.D.

Research indicates that parenting involves taking responsibility seriously, taking advantage of every opportunity to enhance children's learning, and providing children with challenges. Children absorb life experiences which form children's character, feelings and values. Through interaction with their parents and the experiences they provide them, parents can influence and guide children's growth, development and learning process. Parents can either provide learning experiences haphazardly or they can conscientiously plan for quality experiences to occur and exercise their obligation in a more responsible manner.

Parents play several roles. First, they are listeners. They listen to everything that children say, and they observe the environment that surrounds them. Parents look for the message and question children when the message needs clarity. Secondly, parents who are resourceful promote learning in many different ways and provides opportunities for learning. Parents can establish a support system for children to achieve their maximum potential through the development of *confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving*. Parents share an important responsibility with the school in helping their children to achieve their maximum potential The following activities are recommended for facilitating parental involvement in the learning process and promoting a positive home environment.

Parents can help in the learning process by:

Arranging to meet the teacher(s) at the beginning of the year.

Communicating regularly with teachers and school staff if you with questions about anything regarding the child's education; communicating even if there are no questions.

Making sure that students have enough rest, are on time, and having adequate school supplies.

Reviewing homework with children each night; praising their accomplishments.

Responding immediately if either the child or the school raises a problem; finding out the facts.

Making sure the child has a safe way to and from school.

Teaching children to be proud of who they are and of what they know - a sense of confidence.

Teaching children to ask questions and not to be afraid to learn new things. Letting them know that one thinks that they can learn anything.

Teaching children to regard other children as their equals and to respect them.

PS 027071

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Maria Korkatsch-Groszko
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Teaching children to respect teachers and school staff, and to follow instructions.

Working together with other parents as much as possible to insure that the schools work for all the children.

Encouraging originality - helping children make their own toys, projects, etc.

Stimulating creative thinking and problem solving - encouraging children to try out solutions without fear of making mistakes. Helping them value their own thinking, learning from their mistakes, and encouraging them to try again.

Fostering good work habits - helping children to plan their work and then being sure they completed their plan.

Finding time for the family to talk together about many different things.

Taking trips together to places of interest.

Allowing for some free time.

Being a real companion to your children. Sharing your thinking with them.

A Checklist for Parents

Parents should consider asking themselves the following questions?

Do I

praise my child(ren) once a day? Give a friendly hug?
treat my child(ren) as a worthwhile member(s) of our family?
make myself available when my child(ren) wish(es) to talk to me?
set reasonable guidelines and insist that my child(ren) follow them?
treat all my children equally?
explain why instead of saying "because I said so!"?
set a good example for my child(ren)?
think positive thoughts about my child(ren) and encourage achievement?
take interest in my child's education and attend parent/teacher conferences?
look/ask about daily school work?
maintain a good relationship with teachers?
follow through if/when my child(ren) need help in a subject?
provide a quiet environment for study, good lighting, and the right materials?
make a habit of going to the library so my child(ren) can practice using the library?
require my child(ren) to do their own homework, but helping them when necessary?

ACTIVITIES THAT PARENTS MAY WANT TO USE WITH THEIR CHILDREN.....

Reading and Language Arts	**Mathematics**	**Other Activities**
Be a reader yourself; Listening to a student read a story; Listening to a student tell a story; Reading stories aloud to a child or a small group; Playing card games, lotto, shopping trips, etc.; Helping students look up information; Discussing TV programs with children; Supervising seat or make-up assignments; Helping students listen to music; Discussing pictures or drawings; Discussing newspaper stories or articles; Correcting workbooks and/or homework assignments;	Figure out the number of blocks walked to and from school in a week; Make and use facts on flash cards to make up story problems; Identify and draw the shapes of various objects in the home and tell which are the same size, shape, such as two slices of bread; Select items from the food guide of the newspaper that total up to $ _____ ; Make a bar graph, and chart the growth of a plant for a month; Estimate the height of each family member and then measure their actual heights; Read the time on a traditional clock and then write the time as it would appear on a digital clock; Find ways to make $_____ using pennies, nickels, dimes, quarters, make change; Divide a Pizza into parts; Draw a thermometer and show temperature given on the news; Count orally by 2, 3, 4, 5, 6, and 10;	Tracing in an informal presentation the influences of different cultures; Preparing charts and lists; Constructing maps and using reference materials; Constructing a calendar of holidays; Comparing lifestyles of children from other countries; Reviewing books and/or articles; Preparing culturally relevant materials; Accumulating interesting and colorful materials; Preparing a classroom library corner; Translating rules; Repairing books; Transcribing tape recordings; Supervising pasting of pictures; Cutting out art materials; Preparing a bulletin board; Working with children in small groups; Accompanying children on a field trip(s);

PADRES PUEDEN AYUDAR EN EL PROCESO EDUCATIVO

María Korkatsch-Groszko, Ph.D.

Padres pueden compartir responsabilidad con la escuela en ayudar a sus hijos adquirir *confianza, motivación, esfuerzo de aprendizaje, responsabilidad en cuanto a sus acciones, iniciativa propia, persistencia, querer, compartir, sentido común, y solucionar problemas* mientras desarrollan su potencial máximo. Padres pueden ayudar de este modo...

Conocer a los maestros al principio del año;

Ponerse en contacto regularmente con los maestros y personal escolar si tienen preguntas relacionadas con la educación de sus hijos; ponerse en contacto aun no tuvieran preguntas;

Asegurar que los hijos descansen, lleguen a la escuela a tiempo, y tengan suficiente provisiones;

Repasar tareas con sus hijos cada tarde, y alabar sus acontecimientos;

Responder enseguida si surge un problema en la escuela; enterarse de los datos;

Asegurar que los hijos esten sanos y salvos en camino a la y de la escuela;

Enseñar a los hijos tener orgullo de quienes son y de lo que saben; sentido de confianza;

Enseñar a los hijos hacer preguntas y no temer aprender nuevos detalles; ellos pueden aprender lo que sea;

Enseñar a los hijos respetar y considerar a los demás;

Enseñar a los hijos respetar a los maestros y personal escolar, y a seguir instrucciones;

Trabajar juntos con otros padres todo lo posible para asegurar que la escuela considera a todos los niños;

Fomentar originalidad - ayudar a que los hijos hagan sus propios projectos, juegos, etc.

Estimular creatividad - animar a probar diferentes soluciones sin temor de equivocarse; valorar su modo de pensar, aprender de sus errores, que intenten otra vez;

Criar buenos hábitos de trabajo - ayudar planear su trabajo y luego asegurar que se cumpla;

Conseguir tiempo familiar para hablar en conjunto sobre diferentes temas;

Hacer salidas a lugares de interés;

Tener encuenta la necesidad de dar tiempo libre;

Ser un buen compañero para sus hijos; compartir su modo de pensar con ellos.

ACTIVIDADES RECOMENDADAS PARA USAR CON LOS HIJOS EN EL PROCESO EDUCATIVO

en la Lectura/los artes de lenguaje

Ser lectores ellos mismos;
Escuchar la lectura de sus hijos;
Escuchar a los hijos contar cuentos;
Leer cuentos en voz alta;
Jugar diferentes juegos;
Buscar información y recursos;
Discutir programas de televisión;
Supervisar trabajos de asiento y tareas;
Ayudar escuchar música;
Discutir fotos, dibujos, etc.
Discutir periódicos, cuentos, articulos;
Corregir libros de trabajo, asignaciones, etc.

en las Matemáticas

Figurar cuantas cuadras caminadas a la/de la escuela en una semana;
Preparar y usar datos en tarjetas para practicar problemas verbales;
Identificar y dibujar diferentes formas de objetos en la casa; discutir diferencias y semejanzas;
Escoger diferentes objetos para comparar precios;
Preparar diferentes gráficos;
Estimar alturas/medidas de varias cosas, y medir las actuales;
Indicar la hora del día en un reloj tradicional y digital;
Contar dinero - monedas y billetes;
Dividir pizza en partes/porciones;
Interpretar y anotar temperatura del día;
Contar oralmente de a 2, 3, 4, ...10.

y otras Actividades

Trazar influencias culturales en presentaciones informales;
Preparar listas y gráficos;
Construir mapas; usar materiales de referencia;
Preparar calendarios de días festivos;
Comparar estilos de vida;
Revisar libros y articulos;
Preparar materiales culturales;
Acumular materiales interesantes y coloridos;
Preparar un rincón de biblioteca;
Traducir reglas de procedimiento;
Reparar libros;
Transcribir cintas magnetofónicas;
Supervisar projectos artísticos (pegamento);
Preparar tablones de anuncio;
Trabajar con grupos pequenos - tutoria;
Acompanar salidas escolares;
Planear actividades para padres, maestros, y personal escolar;
Organizar projectos artísticos/musicales.

Padres deben considerar estas preguntas....

¿Alabo a mis hijos una vez al día? ¿los abrazo?
¿Trato a mis hijos como miembros estimados de la familia?
¿Estoy disponible cuando mis hijos necesitan hablar conmigo?
¿Fijo guías justos e insisto en que los sigan?
¿Trato igualmente a todos los hijos?
¿Explico por que , en vez de decir "¡porque yo dije!"?
¿Doy ejemplo a mis hijos?
¿Tengo pensamientos positivos de mis hijos y fomento potencial máximo?
¿Tomo interés en la educación de mis hijos y asisto conferencias escolares?
¿Reviso trabajo escolar?
¿Mantengo buenas relaciones con los maestros?
¿Proveo un ambiente tranquilo para estudiar, iluminación buena, y suficiente materiales?
¿Visito la biblioteca para que mis hijos aprendan/practiquen usarla?
¿Exijo que mis hijos hagan su tarea, y les ayudo cuando es necesario?

Resources

Adame-Reyna, Ninta. (1995) "What Parents Can Do for Their Children's Mathematics Learning." *IDRA Newsletter*. San Antonio, Texas: Intercultural Development Research Association, February.

Allen, Jobeth and Jana M. Mason. (1989) *Risk Makers, Risk Takers, Risk Breakers: Reducing the Risks for Young Literacy Learners*. Heinemann Educational Book, Inc.

Bredekamp, S., editor. (1987) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. Washington, D.C.: National Association for the Education of Young Children.

Díaz-Soto, Lourdes (1991) "Understanding Bilingual/Bicultural Young Children." *Young Children* (January, 1991).

González-Mena, Janet. (1991) *Tips and Tidbits: A Book for Family Daycare Providers*. Washington, D.C.: National Association for the Education of Young Children.

Greenman, J. (1988) *Caring Spaces, Learning Places: Children's Environments That Work*. Redmond, Washington: Exchange Press, Inc.

Nieto, Sonia. (1987) "Parent Involvement in Bilingual Education. Whose Responsibility Is It?" *NABE Journal*, Spring.

Penny-Velázquez, M. (1993) "Yo escribo! Promoting Interactions in the Early Childhood Classroom." *IDRA Newsletter*. San Antonio, Texas: Intercultural Development Research Association.

Schoonmaker, M.E. (1992) "When Parents Accept the Unacceptable." *Early Childhood Education*. Guilford, Conn.: Dushkin Publishing Company.

Dr. Maria Korkatsch-Groszko is Associate Professor of Education and Coordinator of the Bilingual-Bicultural Education Program, Teacher Education Department, Northeastern Illinois University, Chicago. Dr. Korkatsch-Groszko serves as Consultant for IASA-Title I: School/Community Partnership Project, Chicago Public Schools; member of the Bilingual Education Content-Area Standards Advisory Committee and Language Proficiency Examination for Certification Consultant for the Illinois State Board of Education.